

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

B.A (HONS. / RESEARCH) SPANISH

EIGHTH SEMESTER: JANUARY – MAY 2026

COURSE DESCRIPTIONS

Course title	DSC - Introduction to Spanish Morphology and Syntax
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course without changes b. Existing course with revision. c. New course
Course code	BASPNC450
Semester	VIII
Number of credits	4
Maximum intake	20
Day/Time	Monday: 11:15 AM – 12:45 PM Wednesday: 9:30 – 11:00 AM Thursday: 11:15 AM – 12:45 PM
Name of the teacher/s	Ms. Sheetal Wagh
Course description	i) Course Description This course introduces students to the fundamental structures of the Spanish language through the study of morphology (word formation) and syntax (sentence structure). Students explore how Spanish words are built from roots and affixes, how grammatical categories such as tense, aspect, mood, gender, and number are expressed, and how these elements interact within larger syntactic constructions. The course provides a systematic examination of Spanish sentence patterns, including phrase structure, verb agreement, pronominal systems, word order, and the role of functional categories. ii) Objectives of the course in terms of Programme-specific Outcomes (PSO of the Programme under which the course is being offered) <ul style="list-style-type: none">➤ Identify and describe the main components of Spanish words, including roots and affixes.➤ Analyze key Spanish word-formation processes, such as inflection and derivation.➤ Understand basic sentence structures, including noun phrases, verb phrases, and clauses.➤ Recognize patterns in Spanish word order and the role of functional elements like determiners, etc.➤ Apply linguistic analysis to explain Spanish morphological and syntactic patterns.

	<p>iii) Learning outcomes—a) domain-specific outcomes b) value addition/ c) skill-enhancement/ d) employability quotient</p> <p>At the end of the course the students will be able to:</p> <ul style="list-style-type: none"> ➤ analyze and describe Spanish morphological processes, construct basic syntactic trees, and understand the relationship between form and meaning in Spanish grammar. (a, c) ➤ comprehend the internal and external structures of words in Spanish, to recognize the different components of words as well as morphemes, to classify the types of words according to their structure, and to relate one word to others. (a, b, c) ➤ understand the formation of sentences through the combination of different types of words and to classify simple and compound sentences. (a, d) ➤ apply linguistic terminology to analyze and explain Spanish morphological and syntactic phenomena. (a, b)
Course delivery	<p>Lecture/Seminar/Experiential learning in Lab</p> <p>Indicative Contents:</p> <ul style="list-style-type: none"> ➤ Theoretical notions: grammar, morphemes and syntax. ➤ Notions of Structure: sentence structure, sentence as grammatical unit and semantic unit, grammaticality vs acceptability. ➤ Sentence and its constituents.
Evaluation scheme	<p>Internal (modes of evaluation): Written 40%</p> <p>(Three internal assessments will be conducted during the semester, either as examinations or projects/presentations. The best two performances will be considered to be eligible and be able to appear for the semester-end exam.</p> <p>End-semester (mode of evaluation): Written 60%</p> <p>*Please note that open-book examination is permissible only for courses offered as part of MA programmes and subject to approval by the Head of the Department/Dean of the School concerned.</p>
Reading list	<p>Essential reading</p> <ul style="list-style-type: none"> • Ignacio Hualde, J. <i>Introducción a la Lingüística Hispánica</i>. Cambridge. • Additional reading • Muñoz-Basols, J., Moreno, N., Taboada, N. y Lacorte M. <i>Introducción a lingüística hispánica actual: teoría y práctica</i>. Routledge. • <i>Nueva gramática de la lengua española</i>. Real Academia Española. • Introduccion_a_la_linguistica_hispanica.pdf https://dialnet.unirioja.es/servlet/articulo?codigo=3832875

Course title	DSC – Research Methodology
Category (Mention the appropriate category (a/b/c) in the course description.)	<p>a. Existing course without changes</p> <p>b. Existing course with revision.</p> <p>c. New course</p>
Course code	BASPNC451
Semester	VIII
Number of credits	4
Maximum intake	20
Day/Time	<p>Monday: 3:40 – 5:10 PM</p> <p>Wednesday: 3:40 – 5:10 PM</p> <p>Friday: 3:40 – 5:10 PM</p>
Name of the teacher/s	Ms. Ira Vangipurapu
Course description	<p>i) Course Description: The course introduces students to the principles, techniques, and ethics of academic research across disciplines. It provides a systematic understanding of the research process, including the formulation of research questions, literature review, hypothesis development, research design, data collection, analysis, and interpretation. Students will explore both quantitative and qualitative research methods, learning how to choose appropriate methodologies for different research problems. Also, there is emphasis on critical thinking, academic writing, and proper documentation of sources, equipping students with the skills to conduct independent, rigorous, and ethical research.</p> <p>ii) Objectives of the course in terms of Programme-specific Outcomes (PSO of the Programme under which the course is being offered)</p> <ul style="list-style-type: none"> ● Understand the fundamental principles of research design and methodology. ● Formulate clear and researchable questions or hypotheses. ● Conduct thorough literature reviews and critically evaluate sources. ● Apply appropriate quantitative and qualitative research methods for data collection and analysis. ● Develop skills in academic writing, proper citation, and ethical research practices. ● Interpret research findings and draw valid conclusions. ● Present research results effectively in written and oral formats.

	<p>iii) Learning outcomes—a) domain-specific outcomes b) value addition/ c) skill-enhancement/ d) employability quotient</p> <p>By the end of the course, students will be able to:</p> <ol style="list-style-type: none"> 1) design, implement, and present research projects effectively, competent in problem-solving, methodological reasoning, and scholarly communication. 2) design a research project with well-defined objectives and methodology. 3) conduct systematic data collection using appropriate methods. 4) Demonstrate ethical research practices, including proper referencing and academic integrity. 5) Communicate research findings clearly through written reports and oral presentations.
Course delivery	<p>Lecture/Seminar/Experiential learning in Lab</p> <p>Indicative Contents:</p> <ul style="list-style-type: none"> ➤ Introduction to Research ➤ Research Design ➤ Literature Review ➤ Data Collection ➤ Data Analysis ➤ Ethics in Research ➤ Academic Writing and Reporting ➤ Presentation of Research
Evaluation scheme	<p>Internal (modes of evaluation): Written 40%</p> <p>(Three internal assessments will be conducted during the semester, either as examinations or projects/presentations. The best two performances will be considered to be eligible and be able to appear for the semester-end exam.</p> <p>End-semester (mode of evaluation): Written 60%</p> <p>*Please note that open-book examination is permissible only for courses offered as part of MA programmes and subject to approval by the Head of the Department/Dean of the School concerned.</p>
Reading list	<p>Essential reading</p> <p>Additional reading</p> <ul style="list-style-type: none"> • Creswell, J. W. (2018). <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i>. Sage Publications. <i>Covers overall research design and methods with clear practical</i>

	<p><i>guidance.</i></p> <ul style="list-style-type: none"> •Kothari, C. R. (2004).<i>Research Methodology: Methods and Techniques.</i> New Age International. <i>A classic, comprehensive guide to research processes and techniques.</i> •Denzin, N. K., & Lincoln, Y. S. (2018).<i>The SAGE Handbook of Qualitative Research.</i> Sage Publications. <i>Essential for understanding qualitative research theory and practice.</i> •Babbie, E. (2020).<i>The Practice of Social Research.</i> Cengage Learning. <i>Key text for quantitative research methods and data analysis.</i> •American Psychological Association. (2020).<i>Publication Manual of the American Psychological Association (7th Edition).</i> <i>Essential for academic writing, referencing, and ethical research practices.</i>
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Course title	DSC - Literatures of the Spanish Speaking Worlds - V
Category (Mention the appropriate category (a/b/c) in the course description.)	<ul style="list-style-type: none"> a. Existing course without changes b. Existing course with revision. c. New course
Course code	BASPNC452
Semester	VIII
Number of credits	4
Maximum intake	20
Day/Time	<p>Tuesday: 9:30 – 11:00 AM</p> <p>Thursday: 9:30 – 11:00 AM</p> <p>Friday: 2:00 – 3:30 PM</p>
Name of the teacher/s	Dr. Surendra Singh Negi
Course description	<p>i) Course Description</p> <p>This course in literatures of the Spanish speaking worlds plans to provide a survey of major literary works and movements from the Spanish speaking worlds under the longer narrative category, spanning from the colonial period to the present day. The course will explore the historical, cultural, and political contexts that have shaped these literary expressions. Students will engage with various forms of longer narrative, including novellas, novels, <i>testimonios</i>, memoirs, etc. analyzing their themes, styles, and the unique cultural and historical experiences they reflect.</p>

	<p>ii) Objectives of the course in terms of Programme-specific Outcomes (PSO of the Programme under which the course is being offered)</p> <ul style="list-style-type: none"> ➤ Introduce students to major literary traditions of Spain, Latin America, and other Spanish-speaking regions from historical, cultural perspectives. ➤ Familiarize students with key authors, movements, and genres, etc. ➤ Develop skills in close reading and textual analysis, focusing on narrative techniques. ➤ Strengthen students’ ability to discuss and interpret literature orally and in writing. ➤ Promote appreciation of literary aesthetics and the role of literature in shaping cultural identities. <p>iii) Learning outcomes— a) domain-specific outcomes b) value addition/ c) skill-enhancement/ d) employability quotient</p> <p>At the end of the course the students will be able to:</p> <ul style="list-style-type: none"> ➤ develop skills in analysing literary texts, engaging in discussions, and expressing their interpretations and insights. (a, c, d) ➤ critically analyse various kinds of issues, and themes present in the literary texts read in the course. (a, b, c) ➤ Comment on various themes explored like cultural identities, social inequality, political struggles, and the impact of colonialism and globalization on Latin American societies. (a, c, d)
Course delivery	<p>Lecture/Seminar/Experiential learning in Lab</p> <p>Indicative Contents:</p> <ul style="list-style-type: none"> ➤ Gabriel García Márquez, ➤ Julio Cortázar ➤ Jorge Luis Borges ➤ Horacio Quiroga ➤ Alejo Carpentier ➤ Juan José Arreola ➤ Rosario Castellanos ➤ Mario Vargas Llosa ➤ Carlos Fuentes ➤ Miguel de Cervantes ➤ Gustavo Adolfo Bécquer ➤ Emilia Pardo Bazán ➤ Benito Pérez Galdós ➤ Leopoldo Alas “Clarín”

	<ul style="list-style-type: none"> ➤ Miguel Delibes ➤ Ana María Matute
Evaluation scheme	<p>Internal (modes of evaluation): Written 40%</p> <p>(Three internal assessments will be conducted during the semester, either as examinations or projects/presentations. The best two performances will be considered to be eligible and be able to appear for the semester-end exam.)</p> <p>End-semester (mode of evaluation): Written 60%</p> <p>*Please note that open-book examination is permissible only for courses offered as part of MA programmes and subject to approval by the Head of the Department/Dean of the School concerned.</p>
Reading list	<p>Essential Reading</p> <ul style="list-style-type: none"> • Anónimo, <i>Lazarillo de Tormes</i> • Carlos Fuentes, <i>Aura</i> • Miguel de Unamuno, <i>La tía Tula</i> • Mariano Azuela, <i>Los de abajo</i> • Mario Vargas Llosa, <i>Los jefes</i> • Mauricio Rosencof, <i>Las cartas que no llegaron</i> • Gabriel García Márquez, <i>El coronel no tiene quien le escriba</i> <p>Additional reading</p> <ul style="list-style-type: none"> • Gabriel Garcia Marquez, <i>Cien años de soledad</i> • Elmer Mendoza, <i>Cóbrase locaro</i> • Miguel de Cervantes, <i>Novelas ejemplares</i>

Course title	DSC - Histories of the Spanish Speaking Worlds - IV
Category (Mention the appropriate category (a/b/c) in the course description.)	<ul style="list-style-type: none"> a. Existing course without changes b. Existing course with revision. c. New course
Course code	BASPNC453
Semester	VIII
Number of credits	4
Maximum intake	20
Day/Time	<p>Tuesday: 3:40 – 5:10 PM</p> <p>Wednesday: 11:15 AM – 12:45 PM</p> <p>Thursday: 3:40 – 5:10 PM</p>
Name of the teacher/s	Ms. Dimpri Sharma
Course description	<p>i) Course Description</p> <p>This course explores the transformative political and social upheavals in Spain and Latin America from the late 18th to the</p>

	<p>20th century. Beginning with Spain under Napoleon and the War of Independence, students will examine the restoration of absolutism, political instability, and reform efforts. The course also covers the wars of independence across Latin America, the influence of U.S. foreign policy, the rise of republican governments, and 19th-century dictatorships. Additionally, it delves into the formation of mestizo identity and Latin American cultural consciousness. Emphasis is placed on understanding the interconnected histories and evolving identities of Spain and its former colonies.</p> <p>ii) Objectives of the course in terms of Programme-specific Outcomes (PSO of the Programme under which the course is being offered)</p> <ul style="list-style-type: none"> ➤ Understand the major political, social, and economic changes in Spain and Latin America during the 18th and 19th centuries. ➤ Examine the causes and outcomes of independence movements across Latin America. ➤ Explore how new nations were formed and the challenges they faced after independence. ➤ Understand Spain’s own transformations, including the loss of its colonies and internal political changes. ➤ Learn about the experiences of different groups— Indigenous peoples, Afro-descendant communities, etc. ➤ Analyze important cultural and intellectual movements of the era. <p>iii) Learning outcomes— a) domain-specific outcomes b) value addition/ c) skill-enhancement/ d) employability quotient</p> <ol style="list-style-type: none"> 1) Be able to understand the political developments in Europe and their consequences on Latin America. (a, b) 2) Be able to critically analyse the developments in Latin American thought after the French Revolution and the independence of the British colonies. (a,b, c) 3) To understand the politics of independence movements and their outcomes. (a, c, d) 4) Analyse the regional-political and economic developments post-independence. (a, c, d) <p>1)</p>
Course delivery	Lecture/Seminar/Experiential learning in Lab

Course title	DSC - Methodology of Teaching Spanish as a Foreign Language
Category (Mention the appropriate category (a/b/c) in the course description.)	<p>a. Existing course without changes</p> <p>b. Existing course with revision.</p> <p>c. New course</p>
Course code	BASPNC454
Semester	VIII
Number of credits	4
Maximum intake	20
Day/Time	<p>Tuesday: 2:00 – 3:30 PM</p> <p>Wednesday: 2:00 – 3:30 PM</p> <p>Thursday: 2:00 – 3:30 PM</p>
Name of the teacher/s	Dr. Aparna Nori
Course description	<p>i) Course Description This course introduces students to the basic principles, theoretical and applied, of Language Teaching. It focuses on acquainting the students to the various methods, methodologies, approaches and techniques of Language Teaching.</p> <p>ii) Objectives of the course in terms of Programme-specific Outcomes (PSO of the Programme under which the course is being offered)</p> <ul style="list-style-type: none"> ➤ Understand fundamental principles and approaches to teaching Spanish as a foreign language. ➤ Analyze and apply language teaching methodologies, including communicative, task-based, and content-based approaches. ➤ Design effective lesson plans and instructional materials tailored to different learner levels and contexts. ➤ Implement strategies for teaching grammar, vocabulary, pronunciation, listening, speaking, reading, and writing skills. ➤ Evaluate learner progress and use assessment tools to provide constructive feedback. ➤ Reflect on teaching practices to improve effectiveness and adapt to diverse learner needs. <p>iii) Learning Outcomes Learning outcomes—a) domain-specific outcomes b) value addition/ c) skill-enhancement/ d) employability quotient</p>

	<p>At the end of the course the students will be able to:</p> <ol style="list-style-type: none"> 1) get acquainted with the basic principles, methodologies and methods of Language Teaching. (a, c) 2) become familiar with the various approaches and techniques of Foreign Language Teaching, thereby equipping them to take up teaching as a profession. (a, c, d) 3) apply effective methods and approaches for teaching Spanish as a foreign language. (a, d) 4) design and deliver lessons that integrate grammar, vocabulary, and communication skills. (a, c, d) 5) assess student progress and provide constructive feedback. (a, d) 6) incorporate cultural and pragmatic aspects into language teaching. (a, d)
Course delivery	<p>Lecture/Seminar/Experiential learning in Lab</p> <p>Indicative Contents:</p> <ul style="list-style-type: none"> • Definition of ‘method’, ‘methodology’, ‘manual’; and review of various methods. • The contribution of structural linguistics and behavioural psychology to language teaching/learning. • Communicative approach in the present-day context: communicative competence, communicative syllabi, use of original documents. • Introduction to new approaches. • AI and the relevant trends in the pedagogical space.
Evaluation scheme	<p>Internal (modes of evaluation): Written 40%</p> <p>(Three internal assessments will be conducted during the semester, either as examinations or projects/presentations. The best two performances will be considered to be eligible and be able to appear for the semester-end exam.</p> <p>End-semester (mode of evaluation): Written 60%</p> <p>*Please note that open-book examination is permissible only for courses offered as part of MA programmes and subject to approval by the Head of the Department/Dean of the School concerned.</p>
Reading list	<p>Essential reading</p> <ul style="list-style-type: none"> • Richards, J C & Rodgers T S Approaches and Methods in Language teaching: a description and analysis, Cambridge University Press 1986 • Jose Romera Castillo, Didáctica de la lengua y la Literatura, 7oed. Madrid, Playor, 1988 • Jornadas internacionales de didáctica del Español como lengua extranjera, Ministerio de cultura, 1987. • Ana I IRanzoAlbelda, Francisco Milla Lozano y Pilar olaortuaLaspra. Lenguaespañola para formación del

profesorado, Playor, Madrid, 86

Additional reading

- Brumfit C J, Language and Literature Teaching: from Practice to Principle, Oxford Pergamon 1985